

NIEA Hires Lobby Firm

On behalf of all the partners of Johnston & Associates, we would like to express our appreciation to NIEA for selecting us as your government relations consultants. We are deeply committed to advancing NIEA's education agenda with the goal of improving the state of education for Native Americans. NIEA is in a great position to have a dramatic impact on the education policy debates in Washington. We look forward to assisting you in that vital effort.

We would like to take this opportunity to briefly describe our firm and to talk about some of the immediate actions we are taking under NIEA's leadership to advance your agenda. Our firm, although relatively small with seven partners, is consistently ranked one of the top lobbying firms in Washington. Our senior partner, J. Bennett Johnston served in the U.S. Senate for 24 years, where he was Chairman of the Senate Energy and Natural Resources Committee and a great friend of Indian country. One of our other partners, former Congressman Tim Roemer, was the ranking Democrat on the House Special Education Subcommittee. We have partners who have represented tribes and tribal organizations for nearly 15 years, and several partners who worked as Senate staff, one for over 30 years. The firm has a substantial practice representing Indian tribes and tribal orga-

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Recap of NIEA's 6th Annual Indian Education Legislative Summit

NIEA held its 6th annual Indian Education Legislative Summit in Washington, DC in March. Key speakers included Ed Kealy, Executive Director from the Committee on Education Funding who spoke on the President's budget request for fiscal year 2004; Bill Mehojah, Director, BIA Office of Indian Education Programs, who spoke on current issues

in BIA schools; Lorena Zah Bahe, Executive Director with the Association of Navajo Controlled School Boards, who spoke on the pending reorganization in the BIA; and Victoria Vasques, Director, Office of Indian Education in the U.S. Department of Education, who spoke about the No Child Left Behind Act. Susan Frost, Executive Director with the Alliance for Educational Excellence and former White House advisor during the Clinton Administration provided an overview of the need for continued educational support beyond high school.

NIEA SUMMIT FINDINGS

BIA Education Update:

Requirements under the Government Performance Review Act (GPRA) is driving how NCLB is being implemented in bureau schools. The BIA has twenty-four coordinators in the field and a comprehensive school improvement office in Albuquerque. Report cards are issued to show how well BIA schools are doing. Criterion reference tests are being developed by OIEP for its schools. There are 185 schools in the BIA system and seven new Family and Child Education (FACE) programs. The fiscal year 2004 budget, includes the following points:

- ❖ ISEP increases will barely cover pay cost adjustments and provides no funds for program enhancement;
- ❖ Inadequate funding for Student

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Mark Your Calendars



The 34th Annual NIEA Convention will be held in Greensboro, North Carolina this November 1-5, 2003. "Honoring Tradition - Creating Change" is the theme for this year. Look for the revised NIEA Call to Convention in your mail within the next two weeks. Also, expect to see a new and easier to navigate webpage that is being designed and will be ready by July 31st. All registration and Convention forms can be completed on-line this year.

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The National Indian Education Association

The National Indian Education Association (NIEA) publishes the NIEA Newsletter on a quarterly basis for its members. There are no subscriptions offered for the Newsletter except through membership in the Association. NIEA's membership year runs from convention to convention.

NIEA will consider articles, press releases and announcements for inclusion, but reserves the right to edit any and all text to meet space requirements. All articles printed in the Newsletter, unless written by an NIEA staff member or a current member of the NIEA Board of Directors, are solely the opinion of the author, or authors, and do not represent the official policy or position of NIEA. Selection of articles for inclusion in the Newsletter is not an official endorsement by NIEA of the views expressed herein. No part of the Newsletter may be reproduced without the express written permission of NIEA.

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President's Update



Robin Butterfield

NIEA is moving forward this year and accomplishing more than ever before. In the previous newsletter I outlined the four primary goals for this

year, which were developed by the Board during a strategic planning session held in January:

- 1) Clarifying a broader vision for the next ten years;
- 2) Building a more cohesive Board and strengthening the NIEA office infrastructure;
- 3) Expanding services to membership;
- 4) Creating a five-year plan to further the growth of an NIEA Endowment.

Some of the activities occurring since our last newsletter include:

- ❖ Hosting the annual Indian Education Legislative Summit in Washington, DC, March 9-11, 2003. I made seven Hill visits in one day, including a special meeting with Senator Daniel Inouye from Hawaii, long-time champion of Indian and Native Hawaiian issues;
- ❖ Organizing and facilitating a partnership forum with representatives from The National Education Association, The National School Boards Association-Indian Caucus, The American Indian Higher Education Consortium, The Native Hawaiian Council, and The Native Hawaiian Education Association (see photo on page 14);
- ❖ Hiring of the legislative firm of Johnston & Associates, LLC to assist NIEA in becoming more proactive in advocating and drafting education legislation supportive of American Indians, Alaska Natives and Native Hawaiians;

- ❖ Collaborating with NCAI, NARF and the U.S. DOE to reactivate the President's Executive Order on Indian Education, as well as to seek funding for Tribal Education Departments (TEDs), previously authorized but never funded. Subsequent conference calls have occurred with a follow-up meeting scheduled for NCAI's June meeting in Phoenix;

- ❖ Submitting for consideration an ANA grant to further the needed research for Native language revitalization efforts. If funded NIEA will be working in cooperation with the Indigenous Languages Institute;

- ❖ Continuing preparations for the annual NIEA Convention in Greensboro in November. We will be condensing this year's Call to Convention with registration and forms available on-line;

- ❖ Reviewing all office policies, procedures, documents and contracts for revision; and

- ❖ Addressing the annual Native Hawaiian Education Association Conference in March.

Upcoming meetings and events involving NIEA include, but are not limited to:

- ❖ Council of Chief State School Officers' meeting, "Strengthening Partnerships for Native American Student Education", April 9-11. Denver, Colorado;

- ❖ BIA Assessment System Cultural Advisory Team meeting, April 15-16, Albuquerque, NM;

- ❖ Oregon Indian Education Association Conference, April 17-18, Kah Nee Tah, Oregon;

- ❖ Wisconsin Indian Education Association Conference, April 10-11, Green Bay, Wisconsin;

- ❖ Northwest Indian Youth Conference, April 23-24, Seattle, Washington;

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Board Member Highlight



Melanie Haskan

Ya'at'eeh, I extend warm salutations to all from beautiful, fully in bloom, State College, PA, home of Pennsylvania State University, where I will be

finishing up my first full year of rigorous coursework as a doctoral fellow student.

I am an enrolled member of the Navajo tribe from Chilchinbeto, Arizona, and am presently a full-time Fellow of the American Indian Leadership Program at Penn State University, seeking to achieve a Doctor of Philosophy degree in Administrative Leadership. Prior to this endeavor, I was employed in the educational field for twenty years as a teacher among my Native children on the Navajo Nation.

I am honored to be serving the indigenous peoples as a Board of Directors member. I intend to learn as much as I can and work collaboratively alongside the other members of the Board to achieve goals set forth by the organization,

so the needs and concerns of Native American education can be properly addressed. Currently, as a student member for the Board, I serve on the Partnerships, Convention, and Legislative Summit Committees to strengthen collaboration between tribal, State, and Federal educational systems to improve educational services for the American Indians, Alaska, and Native Hawaiians.

It certainly has been a pleasure thus far serving as a newly elected Student Board member of the National Indian Education Association. Not only have I had the pleasure of experiencing a wide-ranging view of life outside the "rez", I have also been introduced into the intricate stratum of Native American politics.

Personally, I am thankful to my family, my husband, Dale, Sr., sons Derrick and Dale, Jr., daughter Keri, father, Richard, and my six sisters and a brother for their love, encouragement, and support in all that I have and hope to accomplish for our Native peoples. In addition, thank you for your support and for your votes. A'he'he'.

Melanie Lee Haskan, Navajo
Pennsylvania State University

New NIEA Brochure on Student Scholarships

The John C. Roulliard and Alice Tonemah Scholarships.

NIEA scholarships are given to post-secondary American Indian, Alaska Native and Native Hawaiians students who have shown demonstrated leadership qualities, maintained high academic achievement and who serve as a role model for other students. The deadline to apply is September 8, 2003. Awardees will be announced at the NIEA Awards Banquet on November 5, 2003.

Call 703-838-2870 to request a brochure, look for one in your mail soon or find the information on-line after July 31st.

2002-2003

Executive Committee and Officers:

Robin Butterfield, President
Cindy La Marr, President-Elect
David Sing, Vice-President
Kay Bursheim, Secretary
Barbara Abrams, Treasurer

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Cindy La Marr
Pit River/Paiute
Nancy Martine-Alonzo
Navajo/Yaqui
Caleb Roanhorse
Navajo
David Sing
Native Hawaiian
Albert Yazzie
Navajo

Student Board Members:

Dara Eaglestaff
Cheyenne River Sioux
Melanie Haskan
Navajo

2003 Convention Co-Chairs:

Cindy La Marr
NIEA President-Elect
Rosa Winfree, Greensboro
Local Planning Committee Chair

Convention Sites through 2007:

2003 Greensboro,
North Carolina
2004 Phoenix, Arizona
2005 Denver, Colorado
2006 Anchorage, Alaska

Presidents Update

Continued from page 2

- ❖ 9th Annual National American Indian Alaska Native Childcare Conference, May 5-7, San Antonio, Texas;
- ❖ Open Discussion Forum on Tribal Education Departments (TEDs), in conjunction with the NCAI Mid-Year Conference. June 15-18, Phoenix, Arizona;
- ❖ National Education Association Conference on Concerns of Minorities and Women, June 27-28, New Orleans, Louisiana.

State and National Conferences Update

Robin Butterfield, President of NIEA, facilitated a discussion with Oregon Indian Education Association (OIEA) Conference attendees at Kah Nee Tah during their annual meeting in March. As part of NIEA's efforts to strengthen partnerships with state Native education organizations, OIEA participants offered a number of helpful suggestions relating to the NIEA Convention, website, research, resources and activities that could benefit Native communities at the national level. These recommendations will be shared with the NIEA Board of Directors at their next board meeting.

In addition to Oregon's conference, NIEA's staff and board conducted speaking opportunities at the Native Hawaiian Education Association Conference, the Wisconsin Indian Education Association Conference, and the Alaska Native Federations National Forum on the Future of Self-Determination during the past few months. We plan to continue to dialogue with statewide organizations and communities to improve NIEA's service to its membership.

Executive Directors Update



The staff of NIEA welcomes you again for this edition of the NIEA Newsletter. The spring season is almost over and in Washington, DC, the cherry blossoms have come and gone which means summer cannot be far behind. For those of you who may not know who staff the NIEA national office, I would like to briefly introduce you to my colleagues. NIEA's National Convention Director is Sheryl McCreary who is a Fond du Lac Chippewa from Minnesota. Sheryl comes to us from the National Indian House Council (NIHC) in Washington, DC where she managed their annual trade show for a number of years. Sheryl has been with NIEA since 1999 and leads most facets of the NIEA Convention. Kwan Kim is NIEA's financial officer and has also been with NIEA since 1999. Kwan handles accounting duties and investments for the association and coordinates registration during the NIEA convention. We have a vacant Office Manager position that we hope to fill soon.

Recently, the NIEA board of directors contracted with a Washington, DC law firm to assist with our legislative agenda. We are now represented by Johnston & Associates, LLC, and will be working with Greg Smith and Eric Tober. Johnston & Associates has a few American Indian clients, including the Pueblo of Acoma. The firm has been active in the Washington area for a number of years and will create more visibility and educational opportunities for NIEA. This firm is headed by former U.S. Senator J. Bennett Johnston who recently turned down a post with the Bush Administration as En-

ergy Secretary. The firm also includes former Congressman Tim Roemer, who was the ranking member on the House Education and the Workforce Committees during the reauthorization of the "No Child Left Behind Act" (NCLB).

On the political side of things, the military action in Iraq is over and the rebuilding of that country begins. This will undoubtedly take additional U.S. resources that will affect how domestic programs fare in the coming year. Nowhere will the impact be greater than in educational systems across the country. The President's fiscal year 2004 budget request is being considered a serious threat to the implementation of the NCLB. With a Department of Education increase of only \$26 million over current year funding, the prospect that many of the requirements in the new legislation will not be met becomes greater. The NCLB is well into its second year and many of the deadlines called for in the law are now coming due. May 1 was the deadline for the Department of Education to approve State plans on the implementation of the NCLB. These new demands on state educational systems and the poor budget situations in many of them will make the implementation of the NCLB Act even more challenging.

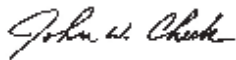
This has been a fairly active first few months of the first session of 108th Congress. Since the beginning of the year I had the opportunity to testify before the Senate Indian Affairs Committee on the President's fiscal year 2004 budget request. In addition to my prepared speech, I recommended that the committee hold oversight hearings on the reauthorizations due this year including the Individuals with Disabilities Education Act (IDEA); the Higher Education Act; and the Head Start Act with

Continued on next page

respect to the Indian constituents served by each.

In March, I was asked to keynote the Wisconsin Indian Education Association (WIEA) annual conference. I would like to thank Rosemary Christensen for the invitation, and since she was one of the founders of NIEA, the opportunity was even more special. I chose to speak on some of the Indian education events I have been fortunate enough to witness during my fifteen year tenure in Washington DC. The nineties in my opinion were a high point in the history of Indian education. We saw the release of the Indian Nations at Risk Report, the convening of the White House Conference on Indian Education, and the signing of the Executive Order on American Indian and Alaska Native Education and the Tribal College Executive Order. If you were fortunate enough to be at any of these events, you know the impact these events had on increasing visibility and programs for the American Indian, Alaska Native and Native Hawaiian population.

We expect this decade to be a more challenging environment in which to get things accomplished, but with the strength of Indian Country and a committed NIEA membership and Board of Directors, we are more than prepared to take on the challenge. Have a good summer.



John Cheek, Executive Director

*“It is better to deserve honors
and not have them
than to have them
and not to deserve them.”*

- Mark Twain

NIEA 34th Annual Convention

November 1-5, 2003, Greensboro, North Carolina

NIEA will host its 34th Annual Convention November 1-5, 2003 at the Koury Convention Center in Greensboro, North Carolina. United Tribes of North Carolina, (UTNC) Inc., and the Local Planning Committee are pleased to be co-hosting this event along with NIEA.

Featured (invited) speakers include U.S. Senator Daniel K. Inouye (HI); W. Richard West, Director, National Museum of the American Indian, Washington; Commander John Herrington, First American Indian Astronaut, 2002 Endeavor Mission; Dr. Maya Angelou, Poet, Author and Professor of American Studies, Wake Forest University; and Dr. Dave Wilking, Associate Professor of American Indian Studies and Adjunct Professor of Political Science, Law and American Studies, University of Minnesota/Twin Cities Campus.

The NIEA Convention also includes a scholarship golf tournament; a fun run and walk; a welcome reception; concerts by Jana; Floyd Westerman; Willie Lowry; and singing group, Ulali; as well as a Southern gospel sing; tours to the mountains and the beach; a powwow and cultural feast; a banquet; and North Carolina Indian Culture Night. The NIEA Convention theme: “Honoring Tradition – Creating Change”, reminds us that we must be more purposeful in

dealing with issues of education.

We know that the best way to predict the future is to create it. This suggests that the best way to know what's coming is to accept the responsibility for creating it and making it happen. We need to honor the past, focus on the future and anticipate what's coming, what needs to happen and how we can rise to the occasion. This Convention will focus on promoting high student performance through best practices, long and short-range planning, curricular and pedagogical models and research, and evaluation and assessment. Many workshops and forums will focus on the No Child Left Behind Act mandates and an action plan for the implementation process will be presented. We need to make sure that no “Indian” children are left behind.

UTNC and the Local Planning Committee are pleased to extend a hearty “southern welcome” to North Carolina. We are inviting all educators and others to step into the circle and help to nurture and sustain American Indian, Alaska Native and Native Hawaiian cultures through education that is reflective of our traditions and values. Y'all come and check out our southern hospitality.

*Rosa Winfree, Chair,
NC Local Planning Committee*



NC Local Planning Committee Pictured: L to R: Dr. Diane Jones, Ruth Revels, Lloyd Locklear, Kathy Locklear, Rosa Winfree, Kayron Maynor, Mickey Locklear, Sam Lambert, Ann Crain, and Rita Locklear.



LEGISLATION

Disability Rights Education Defense Fund Analysis of the House IDEA Bill

The Individuals with Disabilities Education Act (IDEA) is the most important piece of civil rights legislation for children with disabilities ever passed in this country. Prior to its passage in 1975, at least one million children with disabilities in the United States were denied any public education, and at least 4 million more were segregated from their non-disabled peers.

H.R. 1350: the "Improving Education Results for Children with Disabilities Act", passed out of the House subcommittee on Education Reform and the House Committee on Education and the Workforce and was approved on the floor on April 30 in a vote of 251 - 171.

The IDEA bill as passed by the House contains dangerous provisions that will weaken the law and damage the civil rights of children with disabilities in every school district in the United States. The Disability Rights Education and Defense Fund (DREDF) is working with parents and advocates across the country to defeat H.R. 1350. DREDF is a national cross-disability law and policy center and a Parent Training and Information Center (PTI).

The provisions in H.R. 1350 and in its companion bill, H.R. 1373, the IDEA Parental Choice Act of 2003, jeopardize educational quality for the most vulnerable children in our public schools.

The changes contained in H.R. 1350 will have a lasting impact on the lives of students with disabilities and their families, and parents are overwhelmingly opposed to the bill. This bill weakens services and sup-

ports for children and undermines their protections and rights.

These are some of the reasons that the disability community finds this bill to be dangerous and to curtail the hard-won civil rights protections children with disabilities have enjoyed since 1975:

In this era of "Leave No Child Behind," the House is proposing to do just that: to leave behind children with disabilities.

Eliminating Short-Term Objectives:

The rationale for this provision is that NCLB makes short-term objectives and benchmarks unnecessary, yet NCLB nowhere provides for measuring progress toward IEP goals. Short-term objectives give parents useful information about their students' progress on important academic and non-academic goals. Without them, no reporting mechanism exists to mark a student's progress. The idea to eliminate short-term objectives was debated during the 1997 reauthorization discussions and defeated. It should be defeated again.

Three-Year IEPs: Three-year IEPs remove school accountability for edu-

cating children with disabilities. Children change and grow rapidly and their educational programs need to be thoroughly reviewed at least annually.

Waiting three years for a comprehensive program evaluation is indefensible. The bill uses the phrase "paperwork reduction" to gut the core provisions of IDEA. While this is an optional choice for parents, many parents will either be confused by it or feel coerced to accept this option. We believe that an annual IEP is necessary to review the child's progress and to make necessary modifications. If parents are pressured to accept a three-year IEP, parental participation and the schools' accountability to parents will decrease. This proposal purports to "streamline" the annual review, but given the cursory nature of most IEP reviews currently, the proposal panders to "paperwork" complaints with no benefit, and a likely detriment to children. There are better ways to make the IEP process and paperwork more user-friendly for parents, teachers, and administrators.

Dilution Of Funds: H.R. 1350 diverts funds away from direct services to children with disabilities and allows 15% of the money to be used for a new pre-referral program, to supplant local education funds, to provide "supplemental services," and to be used for purposes other than the provision of services for children with disabilities. Given that IDEA funding is woefully inadequate, this proposal takes already scarce funding from IDEA-eligible students, the very students the law was enacted to serve. In addition, H.R. 1350

does not contain full funding for IDEA and thus does nothing to ensure that additional resources will accompany these major changes to the law. And nothing in the bill precludes schools from keeping children in a pre-referral category indefinitely, whereas those with disabilities should receive the full protections of IDEA as soon as possible.

Discipline Provisions: The discipline provisions of H.R. 1350 punish children with disabilities for disability-related behaviors, remove manifestation determination reviews, and deny children with disabilities the appropriate supports they need to succeed in school by removing functional behavior assessments and positive behavior support plans. This bill allows school personnel to unilaterally remove a disabled child from his or her current placement for the violation of ANY school rule, EVEN IF the behavior is a manifestation of the child's disability; manifestation determinations are eliminated. The bill punishes children for behaviors they cannot control (for example, a child with Tourette Syndrome who shouts out in class). This is a repudiation of everything IDEA stands for. By also removing the requirement to develop positive behavior support plans, the bill lacks even the pretense of concern for the well-being of children with disabilities. Many of these proposals were brought forward in 1997 and replaced with a compromise that unilateral actions and alternative placements can occur only in the most serious situations, those involving weapons and drugs. In no other arena are there proposals to make procedures for students with disabilities exactly the same as those for non-disabled students, whether or not the student can control the behavior or understand its consequences. Current law contains provisions for functional behavioral assessments and behavior intervention plans, and these provisions are crucial for children with disabilities.

Vouchers: H.R. 1350 permits the development of state voucher programs that would send some students with disabilities to private schools that are not accountable under the law. This bill allows local public school districts to use federal IDEA funds to give partial "scholarships" for use in private schools, including those that are faith-based. The funds may also be used for tutoring and other private services for students in schools deemed to be failing.

Paperwork Reduction: The 10-state "demonstration" project allows the Secretary to waive IDEA statutory and regulatory provisions with no public review process.

Procedural Changes: The House version of IDEA contains several provisions that significantly weaken parent involvement and the ability of parents to ensure that their children receive an appropriate education.

- ❖ Voluntary binding arbitration means that parents will be asked to give up their right to appeal. Civil rights advocates have been arguing against binding arbitration in a variety of contexts. The bargaining positions of the parties are too unequal to rely on binding arbitration.

- ❖ Forced settlement discussions without an attorney: The bill requires all parents who file for due process to go to a meeting to explain their complaint. The purported reason for this is to see if resolution can be reached without going to hearing. Yet in most cases the district is not only well aware of the problem, but has also refused to take the requested action. So why should a parent have to go to another (most likely unpleasant) meeting to discuss the complaint? To add insult to injury, the bill does not allow for attorney fees for these meetings. So, the bill is forcing a parent to go to a settlement negotiation underrepresented (unless they happen to have enough money to pay an attorney out of pocket).

- ❖ The bill mandates a one-month waiting period before any parent complaint can go to due process regardless of the problem or issue. The bill establishes a one-year statute of limitations on complaints for violations. This term can expire before parents even realize that a service is not being provided or that a student has not been receiving appropriate accommodations. Many children with disabilities cannot communicate these things to their parents. Statutes of limitations make it impossible for parents to participate in the process, to monitor school services and supports, or to adequately protect their children. Each of these provisions makes it more difficult for parents to work with school districts to obtain services for their children.

Governors Set Attorney Fee Rates: The Case amendment to regulate fees for attorneys who represent parents and prevail, makes it clear that H.R. 1350 is not looking out for the rights of families. There is no concomitant regulation of what school districts can pay the attorneys they retain. It is already difficult for many parents to find representation and this provision makes it even harder. It severely restricts the availability of lawyers to represent parents and children while having no effect on school districts' ability to find and pay legal counsel.

Reprinted from Preserve IDEA, Disability Rights Education and Defense Fund, e-mail preserveidea@dredf.org





GUEST COMMENTARY

Tribal Education Departments Emerging Leaders in Indian Education

By Melody McCoy, Staff Attorney, Native American Rights Fund

Of the over 330 federally recognized tribes in the “Lower 48” states, about 110 today have a Tribal Education Department (TED). Yet to many schools, teachers, government officials, and even parents and students, the history, status, and roles of TEDs are unclear. The story of how and why TEDs have emerged in the field of Indian education – and where they might lead us – are the subjects of this article.

A Snapshot of Indian Education Today

There are about 500,000 American Indian and Alaska Native elementary and secondary students in the US. About 450,000 of them attend public schools, even on or near Indian reservations. About 50,000 tribal students attend schools that are operated either by the Bureau of Indian Affairs (BIA).

Available data shows that many of these tribal students suffer from disproportionately low achievement scores, graduation rates, and educational attainment levels. In some places, drop out rates for tribal secondary students are at sixty percent, or higher. Of those that stay in school, at least 60% are testing below proficiency in math and science. This educational deficit damages tribal societies and the nation at large. The consequences are “severe for the economic achievement, social and cultural development, and intellectual growth of the American Indian and Alaska Native communities.”

How Federal Policy has Affected Governance of Indian Education

It was not always this way. Tribal education processes, content, and goals were effective as evidenced by thriving tribal cultures and economies. Since the founding of the United States, however, ill-advised federal laws and policies have stripped tribes of their control over education.

In hundreds of treaties with Indian nations, the federal government agreed to provide education as part of its payment for the land ceded by tribes. These treaty provisions led to the establishment of federal Indian schools and federal Indian education programs. By the late nineteenth century and continuing into the twentieth century, conditions at many of the federal Indian boarding and day schools were physically and emotionally damaging to the students. The federal government responded by transferring governance of Indian education to the states.

Looking back, it may seem odd to think that if federal governance of Indian education had failed, the states might do better. States historically have not involved tribes as decision-makers, let alone equal partners. Sadly, it would be no different with respect to education.

In the 1960s, the U.S. Senate reviewed the progress and treatment of Indians in the state public schools. Since 1970, federal policy has emphasized Indian self-determination and tribal self-government.

These policies are reflected in many modern federal Indian education laws. The modern laws generally allow tribes to operate schools and education programs formerly run by

the federal government. And, the original treaty provisions are still valid – they have been construed as continuing to impose a duty on the federal government to provide educational funding and services for Indians. But only ten percent of tribal elementary and secondary students today attend tribal or the remaining federal Indian schools.

Ninety percent of our tribal students attend public schools. Public schools are political entities of the states, which set their education standards, curriculum, and goals. Even under the modern laws, meaningful tribal input into – let alone tribal governance of – these schools is extremely limited. It has been manifested primarily by Indian parent committees, not tribal governments. Indeed, by any standard, primary governance of the formal education of most Native Americans at this point in time is vested in the states. For those tribes that want to do so, how can they regain governance of education?

Tribal Sovereignty and Indian Education

Under any definition, the exercise of tribal sovereignty in the past thirty years has increased phenomenally. Tribes today regulate and otherwise control their land and natural resources, they have instituted taxation and economic development, and they provide many services such as roads, housing, and health care to their members and their communities.

Despite this increase, however, many tribal governments “have not considered . . . education as within

their portfolio of sovereign responsibilities". That oversight must be addressed, and some tribes are once again governing education. Given their sovereign status, that fact is not remarkable. What is remarkable is that many tribes are regaining governance of education, even without direct federal funding, and even when the education is being provided primarily by non-tribal governments. They are doing this largely through tribal education departments.

What are TEDs and What Do They Do?

The roles and responsibilities of TEDs vary widely. Most TEDs provide leadership and advocate for education generally within their tribes and with non-tribal governments. TED leadership and advocacy is often provided in coordination with local Indian and public school boards, educators, and parents. Many TEDs regularly prepare education reports and conduct forums or public hearings on tribal education needs and issues. Many help develop or establish the budgets for education programs that serve tribal students, and some TEDs are involved in evaluating these programs. Some TEDs operate, administer, or oversee programs such as adult education, higher education scholarships, and native language programs. Many TEDs would like to be involved in areas of curriculum and standards development and assessment, teacher training and evaluation, and school accreditation.

Because tribal populations differ, the number of students served by any one TED ranges from under fifty to over 100,000. TEDs may serve students of all education levels, from early childhood to post-secondary and adult education. Or they may serve only one level or a few levels of students. They may serve only tribal members who attend schools located on or near reservations, or they may include off-reservation and

urban students within their service population. TEDs often coordinate their work with tribal and non-tribal agencies, schools, and programs.

TEDs truly are in a unique position to make effective improvements in Indian education. Only tribes have authority over their members regardless of who provides the education. They can monitor the progress and needs of their students as they journey through formal education. They can coordinate tribal, state, and federal resources for tribal students. They can do these things and others with TEDs.

Congress Recognizes – but has not yet Funded TEDs

The U.S. Congress has expressly recognized TEDs for almost twenty years. In 1984, as part of the amendments to the Indian Self-Determination and Education Assistance Act of 1975, Congress clarified that TEDs and tribal education codes are eligible activities for which tribes may use their Self-Determination Act (also known as "638" funds).

The most important congressional provisions for TEDs are those that authorize their direct federal funding. In 1988, Congress authorized direct appropriations for TEDs through the U.S. Department of the Interior. In 1994, as part of the Improving America's Schools Act, Congress authorized direct appropriations for TEDs through the U.S. Department of Education. Thanks to the hard work of Indian organizations and tribes, these TED appropriations authorizations are retained in the NCLB Act.

This is extremely strong support by Congress for tribal governance in education. However, although annual congressional appropriations for direct support of Indian education are over \$1 billion, to date no appropriations have ever been made under either of these TED authorizations. This is primarily because the agencies – the Interior

and Education Departments – do not ask for such appropriations in the President's annual budget request. Over the years, tribes and Indian organizations have repeatedly asked the agencies to include TED appropriations in the budget request. Yet only once has a request ever been included in the final budget request presented by the President to Congress. The President's FY 1996 Budget Request contained a request for \$500,000 for TEDs through the Interior Department. Tribes and Indian organizations continue to urge the agencies to request TED funding.

TED National Activities and Needs

As tribes regain their governance of education, TEDs have gained respect from many. National organizations such as NIEA, NARF, and NCAI continually have supported TEDs, and helped promote their roles and visibility.

In 1994, the first National TED Forum was held in Minnesota. The purpose of the National TED Forums is to bring TED directors, staff, and policy makers together so that they can share information and strategize or "problem solve" on common issues of education governance, policy, and advocacy at the tribal, regional, and national levels.

At the National TED Forum in March 2003, in Washington DC, it was determined that TEDs are in need of a National TED Website and listserve so they can communicate on a more regular basis. NCAI and NIEA are exploring the possibility of securing federal funding for this project. TEDs are also discussing the possibility of forming a National TED organization that would be dedicated to advancing TED issues on an on-going, full-time basis.

While many TEDs are still evolving, their effectiveness has been shown and their potential is tremendous.

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GUEST COMMENTARY

Ranking the “Modern” United States Presidents

By Suzan Shown Harjo, Director, Morningstar Institute

...Which administrations and parties have been the best and worst and what have modern presidents done for and to Native Peoples? I have ranked the presidents who served between 1963 and 2000 in terms of tangible, substantive, far-reaching accomplishments, considering also how they used the bully pulpit, how long they were in office and what else they did with their time.

President Jimmy Carter is tops in my book. I confess bias (but not error), because I am a former political appointee in the Carter Administration and an unabashed fan of the former president. He made serious campaign promises to Indians and, amazingly, kept them. I fault him only for listening to campaigners who advised putting off Indian actions that might cost votes until the second term.

The top two administrations in this ranking, Carter and H. W. Bush, never got second terms and served only four years each. The last two, Clinton and Reagan, are the only ones with eight years in office. Ford ranks just above those and had the shortest tenure, two years and five months. The administrations in third and fourth place, Nixon and Johnson, each served a little over five years.

It could be said that credit for certain accomplishments attributed to one president really should go to another – that President Nixon laid the policy foundation for the Self-Determination Act, even though President Ford signed the law, or President Johnson ended terminations, even though Nixon signed the first un-termination law - but, both credit and

blame even out rather neatly from each administration to the next.

The presidents’ Indian policy rankings, from best to worst:

First: Jimmy Carter (D/1977-1981). Signed the groundbreaking child welfare, religious freedom and tribal colleges laws. Personally involved in eastern Indian land claims and signed the first settlement (Rhode Island) and the largest (Maine). Approved the first Indian water rights settlement and acts restoring, recognizing and/or returning land to 15 Native nations. Appointed the first Indians to serve as Interior assistant secretary and associate solicitor for Indian affairs. Advocated Pacific Northwest treaty fishing, tribal inclusions in international fisheries treaties and Alaska Native whaling and subsistence rights. Overruled his attorney general to advocate high standards of federal trust duties in legal and policy decisions and conduct of programs. Recognized Indian self-determination and human rights as international rights.

Second: George H.W. Bush (R/1989-1993). Approved acts authorizing the national Indian museum, mandating the Smithsonian to return Native remains and property and requiring nationwide repatriation and graves protection. Signed laws establishing the Indian memorial at the Little Bighorn monument (and dropping the name of Custer from its title), strengthening Native languages, promoting authenticity in Indian arts and crafts, providing Native Hawaiian health care, protecting Indian children and preventing family violence. Approved measures for Indian law enforcement re-

form and economic development and technology-related education, as well as three tribal restorations and settlements and two demonstration projects for employment and training services and for tribal self-governance programs.

Third: Richard M. Nixon (R/1969-1974). Signed the Indian Financing Act, the Navajo college and Indian education acts, the Alaska Native claims settlement and the first law reversing a federal termination and restoring the Menominee Tribe. Returned Mount Adams to Yakama Nation (by executive order), Blue Lake to Taos Pueblo and lands to Warm Springs and Payson Yavapai-Apache. Established environmental protection nationally, but did not recognize tribal governmental or jurisdictional rights. Myriad Indian people were placed under surveillance for advocating tribal sovereignty and Indian rights.

Fourth: Lyndon B. Johnson (D/1963-1969). Included Indians in the “Great Society” and “War on Poverty” laws and programs of general applicability for economic development, education, elders, housing, jobs, legal services and youth. Recognized tribes as service providers and community developers. Set up Indian desks in agencies and created the national council on Indian opportunity. Appointed the first Indian in nearly a century as Indian affairs commissioner. Advocated an end to federal terminations of tribes and signed the Indian Civil Rights Act.

Fifth: Gerald R. Ford (R/1974-1977). Signed two of the most sweeping federal Indian policies, the Indian

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Ranking the Modern Presidents

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Health Care Improvement Act and the Indian Self-Determination and Educational Assistance Act, which promoted an end to federal paternalism in conducting Indian programs and changed the relationship between tribes and federal agencies. Approved the Indian Crimes Act, as well as legislation returning land to the Havasupai Tribe and making surplus federal property and submarginal lands available to Indian tribes.

Sixth: William Jefferson Clinton (D/1993-2001). Signed the law for Indian religious use of peyote and an executive order on Indian sacred sites, but opposed substantive legal protections for sacred places and failed to even threaten to veto the desecration of Mount Graham. Issued orders on tribal consultation and Indian education, established the Office of Tribal Justice in the Justice Department and approved tribal justice and arts and crafts enforce-

ment acts. Used the bully pulpit for positive statements about and images of Indians. Signed the Indian trust management reform act, under which his Interior and Treasury secretaries were sued and became the highest-ranking cabinet officers ever held in contempt of court. Tried to un-recognize "non-historic" tribes (two or more tribes the U.S. had placed on reservations), forcing an unnecessary congressional clarification. Approved land settlements and conveyances for six Native nations.

Seventh: Ronald Reagan (R/1981-1989). Signed laws regulating tribal gaming, mineral development and housing, as well as preventing and treating Indian alcohol and substance abuse and settling Indian old age assistance claims. Approved laws returning a sacred place to Zuni Pueblo and restoring, recognizing and/or settling claims of a dozen tribes. Tried to turn over Indian education to the states, but was stopped by Congress and eventually signed Indian education and tribally controlled schools acts. Tried to sub-

ject Michigan treaty fishing to state jurisdiction, but was stopped by the courts. Tried unsuccessfully for six years to cut one-third of the annual federal Indian budget. Used the bully pulpit in Moscow to deride federal Indian policy, saying the U.S. should not have "humored" Indians by putting them on reservations.

Suzan Shown Harjo is a poet, writer, lecturer, curator and policy advocate, who has helped Native Peoples recover more than one million acres of land and numerous sacred places. She has developed key federal Indian law since 1975, including the most important national policy advances in the modern era for the protection of Native American cultures and arts: the 1996 Executive Order on Indian Sacred Sites; the 1990 Native American Graves Protection and Repatriation Act; the 1989 National Museum of the American Indian Act; and the 1978 American Indian Religious Freedom Act.

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Washington Update

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nizations, including working on specific issues such as Impact Aid.

On behalf of NIEA, we have already begun an aggressive program to put you at the center of the Federal education debate. During NIEAs Washington Impact Week, we assisted NIEAs Washington Office in setting up dozens of meetings with members of Congress and their staff. Since then, as part of a plan to expand NIEAs presence by submitting testimony for every Congressional hearing on education issues, we prepared testimony for a hearing on the teaching of American History and Civics held by the Senate Health, Education, Labor and Pensions Committee (check the NIEA

website for a copy of that testimony). If not for NIEAs testimony, no one would have raised at that hearing that a course in American history and civics is seriously defi-



L to R: Eric Tobar, J. Bennett Johnston, and Greg Smith.

cient unless the true history of America's Native peoples is also taught. We also developed testimony submitted by Cindy La Marr, NIEA President-Elect, on the Native American Language Survival School

Act (Inouye, HI). In addition, we are developing a NIEA position paper for a new Presidential Executive Order on Indian Education. These and other initiatives over the coming months will strengthen NIEAs place in the education policy debates and encourage Federal officials to seek your opinion first before making decisions that affect Indian education.

We know first-hand that education is the foundation for individual success, as well as for the preservation of culture and identity.

We are honored to have been added to the National Indian Education Association team and we commit ourselves to advancing NIEAs agenda to strengthen educational opportunities in Indian Country.



GUEST COMMENTARY

The Legacy of President Nixon's Indian Policy

By Jerry C. Straus

Prepared May 12, 2003



Jerry C. Straus


(Part 1 of 2 Parts:)

At the dawn of the last century, the political, economic and social situation of Indian tribes was truly dismal. The mighty Indian Nations


that explorers found in North America at the time of white contact had been reduced to a condition of abject poverty and dependence. While the Supreme Court had affirmed the continued sovereign status of tribes in the 1830s, the policy of the Executive Branch and Congress was for the purpose of white settlement. By the year 1900, tribal governments had been almost totally suppressed by federal authorities and almost two-thirds of the Indian land base had been taken. Indians, gathered on reservations, were under the total control of the BIA and, in many instances, individual Indians were not permitted to leave their reservations without the permission of the BIA Superintendent in charge. In those days, tribal culture and language was the subject of continuous attack and Indian children were shipped to distant boarding schools to receive an education that rejected basic tribal values and traditions.

The situation did improve, to some extent, with the publication of the Merriam Report in 1928. This report condemned the policies of the past, which had subjugated many tribes,

and encouraged Indian use of Indian lands and strengthening Indian community life and culture. These principles of modern Indian policy were embodied in the 1934 Indian Reorganization Act (IRA), which set forth a specific program for tribes to establish strong tribal governments as the only effective way to address the social and economic problems that had made Indians the most disadvantaged of all our citizens. Under the IRA, the Allotment Policy, which had led to the loss of many



Instead of "termination", President Nixon proposed a bold new policy of "Self-Determination", a policy that called for tribes to take over the operation of federal programs that were essential to them, free from the stifling controls of the federal bureaucracy.



millions of acres of Indian land, was finally ended.

Despite the reform policy of the IRA, and despite the emergence of tribal governments, the economic and social conditions on most reservations continued to deteriorate during the 1930s and 1940s. The situation was so bad that it caused many in

public life to question whether Indian tribes should be allowed to continue their special federally recognized status and exercise sovereign governmental power. In the early 1950s, Congress adopted the simplistic solution that forced assimilation or "termination" was the answer and that federally recognized tribal government was an anachronism. Many of those who advocate this policy sincerely believed that forcible assimilation of Indians into the mainstream was the only way for them to progress. Many others pretended to be concerned with Indian welfare but were really out to secure control or ownership of the remaining tribal lands and other assets that were protected by the federal trust. Congress swept away all doubts, adopted the Termination policy and eventually voted to terminate the federal status of over 100 tribes.

The Termination experiment proved disastrous in every case where it was tried, leading to worse economic conditions and new social problems than had previously existed on the reservations of Terminated tribes. While public support for Termination began to erode in the late and early 1960s, congressional pressure for "Termination" continued until the early 1970s. Today, no one seriously contends that Indian tribes should be stripped of their rights, forcibly merged into the mainstream and put under the entire control of the states. In the last 30 years there has been enormous progress and, in the year 2003, Indian tribes, to a

Continued on next page

great and increasing extent, have taken over the governance of Indian lives and Indian property. Their historic dependence on the BIA has largely vanished and tribes, with few exceptions, have greatly strengthened their governments.

While there are many who would like to take credit for the favorable changes that have occurred in Indian affairs, to my mind, they all trace back to and are informed by President Nixon's historic message to Congress of July 8, 1970. In the message, President Nixon formally and unequivocally rejected the policy of "termination". After observing that Indians "are the most deprived and isolated group in our nation", and "rank at the bottom" with respect to employment, income, education, and health, Nixon proposed what might be viewed as a Republican solution to the problem – a smaller role for the federal government. He proposed that Indian tribes be given the right to locally control and operate the federal programs that had been run for their supposed benefit by federal bureaucrats in Washington. Central control by the federal government would be replaced by local control by the tribes. Increased appropriations for education, health and economic development would be provided, but the tribes would control these additional funds rather than the federal government. As the symbolic centerpiece of his message, and as a gesture of respect for Indian culture and tradition, President Nixon proposed the return of their sacred Blue Lake lands to the Taos Pueblo of New Mexico.

When the Nixon message was delivered, it stirred up a storm of controversy in the Congress. The Chairman of the Senate Interior Committee, Henry Jackson, was still an ardent terminationist and used all his seniority and power to block the symbolic centerpiece of the new policy, return of the Sacred Blue Lake

Lands to the Pueblo de Taos of New Mexico. Soon the battle lines were formed over the Blue Lake bill, with the Senate Establishment determined to defeat it and President Nixon, and those allied with him equally determined to secure its enactment. After months of struggle and extensive public debate, the Blue Lake bill passed and the Nixon program went forward.

After an experimental period, which allowed tribes to contract with the federal government for the operation of federal programs on their reservations without new legislation, Congress expressly adopted the Nixon policy in the 1975 Indian Self-Determination Act. This statute formalized procedures for tribes to enter into contracts for the operation of various programs of the Bureau of Indian Affairs and the Indian Health Service and provided important protections to help tribes resist any efforts by federal bureaucrats to frustrate the new policy. Under the legislation, and various amendments that were made to it, the Nixon policy of Self-Determination has been substantially put in place.

It is unquestionable today that the policy has been a tremendous success. The simple principle behind the policy – that tribal governments are better suited to making decisions that affect Indian people than bureaucrats in Washington, DC, – is well accepted today and often cited as a key factor in the improved condition of Indian people. The success of this policy is well illustrated by the dramatic expansion of tribal involvement in it over the past 25 years.

The BIA reports that nearly 50 percent of the funds appropriated for the operation of its programs, along with the responsibility to run the programs, are transferred to tribes, through contracts, compacts and grants. Since Fiscal Year 1990, the tribally administered amount has grown 236 percent, from \$466 million to \$1.1 billion in FY 2001. The

Indian Health Service reports that more than \$1 billion (or over 50 percent) of HIS resources are tribally administered and in Alaska, 100 percent of direct health care services to Native-Americans are provided under the Self Determination Act. It has been reported that 280 tribes have negotiated 57 Self Governance compacts and 76 Self-Determination contracts. These numbers, which have continued to increase, represent a sea change in Indian affairs.

While Indians as a group still are at the bottom of the economic ladder, the result of the Nixon Self-Determination Policy has been a transformation of the political structure of the conduct of Indian affairs. While there are still sharp disputes as to the scope of tribal sovereign power and great tension between tribes and states over the exercise of that power, few would dispute that tribal government is an integral part of our political system. Tribal governments now function with the complexity and importance that was hardly imagined, even 20 years ago. While tribes still face many obstacles, they are secure in their status as governments and sure of their rights to govern themselves, with the support but not the control of the federal government.

Part 2 will be continued in the next NIEA Newsletter: A brief overview of the history of the relationship between the United States and American Indian tribes that supports the wisdom of the federal policy that respects tribal sovereignty and fosters tribal "self-determination".

Jerry C. Straus has worked in the field of Indian law since 1963. He led the successful legislative efforts to return the 48,000-acre Blue Lake land to the Taos Pueblo in 1970, and the 26,000-acre Santa Cruz Spring Tract to the Pueblo de Cochiti in 1984. Mr. Straus is a founding partner of Hobbs, Straus, Dean & Walker LLC.

NIEA 6th Annual Indian Education Legislative Summit

Continued from page 1

Transportation, Facilities Operations and Administrative Cost Grants continues;

- ❖ A decrease in Tribally Controlled Community Colleges funding;

- ❖ There is a proposed reorganization of the BIA specifying the Director of the OIEP to report to a Principal Deputy rather than the Assistant Secretary as required by law. It

would also remove various administrative functions currently under the direction of OIEP;

- ❖ No funding is proposed for Tribal Departments of Education;

- ❖ \$500,000 is requested to study and evaluate the FACE program. Seven (7) new programs will begin in FY 2004, bringing the total to 39;

- ❖ 15% of ISEP is available instead of using the weighted student units approach. If more funding is needed, schools can use IDEA funding;

- ❖ There is a slight and unexpected decrease in student enrollment in the BIA school system;

- ❖ There are 34 tribal colleges but more are requested. As new ones are added, the funding is divided among more institutions.

Department of Education Indian Education Programs:

- ❖ With the "No Child Left Behind Act" (NCLB); the proposed FY 2004 funding level for Indian Education, Title VII of NCLBA, remains the same.

- ❖ Funding requested in FY 2004 for Title I is \$6 billion less than the amount authorized;

- ❖ The President's request proposes zero funding for the American Indian Gifted and Talented Program, Adult Education and the Indian Fellowships program;

- ❖ Funding for the "21st Century Learning Centers" program would be slashed by 40%, a decrease of \$400 million;

- ❖ Pell grants would receive a small

nate funding for 45 programs authorized under NCLB totaling \$1.5 billion.

Reauthorizations in the 108th Congress:

- ❖ **The Head Start** Reauthorization includes a proposal to transfer this program to the U.S. Department of Education; but should remain in the Dept. of Health and Human Services (HHS)

- ❖ **Individuals with Disabilities Education Act (IDEA)**. It is impor-

tant for Indian education programs to provide input on ways to improve this program and portions of the program to continue without changes;

- ❖ **The Higher Education Act** Reauthorization. Dr. Gerry Gipp, Executive Director for the AIHEC recommends increasing Pell Grant amounts, offering loan forgiveness in areas of national need(s), and establishing "teacher education centers of excellence" at Minority Serving Institutions (MSIs).

NIEA Partnership Meeting Attendees - March 12, 2003



Back Row - L to R: *Dr. Peter Hanohano, Executive Director, Native Hawaiian Education Council; Yvonne Novack, Manager, Indian Education Office, Minnesota Dept. of Children, Families and Learning; Agnes Chavez, Board Member, National Education Association-Indian Caucus; Dr. David Sing, Chair, NIEA Partnerships Committee; not known; Kay Bursheim; NIEA Board Secretary; Dr. Gerald Gipp, Executive Director, American Indian Higher Education Consortium; Stan Juneau, NIEA Board Member; Jon Whirlwind Horse, President, Dakota Area Consortium of Treaty Schools.*

Front Row - L to R: *Dr. Verlie Ann Malina-Wright, Vice-President, Native Hawaiian Education Council; Chris Bordeaux, NIEA Board Member; John Cheek, NIEA Executive Director; Robin Butterfield, NIEA Board President; Barbara Abrams, NIEA Board Treasurer. Not pictured: Ron Houston, National Education Association.*

increase, but only sufficient to cover overages in the program from prior years. No increase is proposed in the amount of the Pell grants;

- ❖ Funding for Impact Aid would be reduced based on an elimination of funding for Part B students (those who live on Federal land or have a parent working on Federal land);

- ❖ Early Reading programs will receive modest increases;

- ❖ The President proposes to elimi-

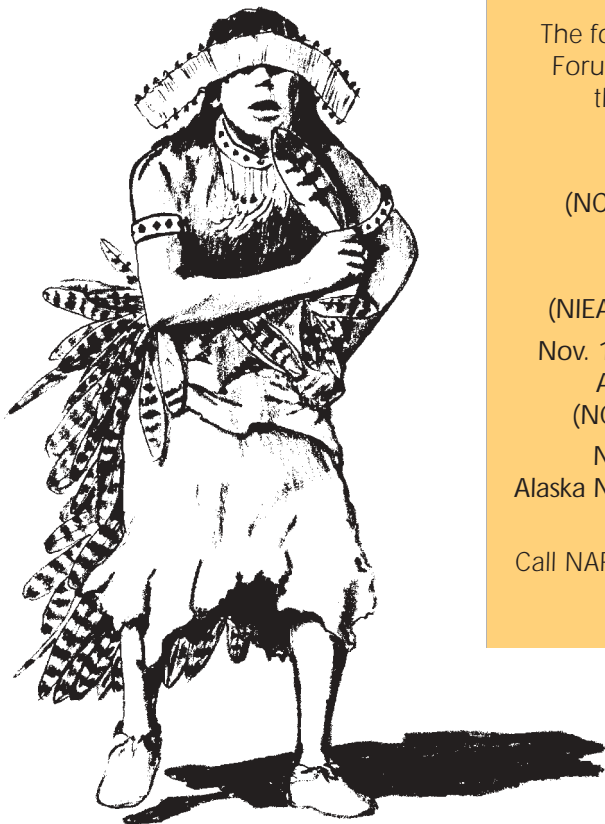
NIEA asks that tribes, tribal organizations, schools and interested parties share their positions, concerns, or thoughts, so that we can continue to serve your interests. Hearings will be held concerning all of these reauthorizations and NIEA will submit testimony on behalf of its members.

Native Childcare Conference

With over 400 attendees, the 9th Annual American Indian and Alaska Native Childcare Conference took place in San Antonio, Texas on May 5-7, 2003. NIEA moderated the final panel of Native childcare providers, who were discussing the newest initiative, "Good Start, Grow Smart," of the Bush Administration's impacting early childhood programs. For more information about this initiative please contact Ginny German at (202) 401-7260.

*"We cannot solve our problems
with the same thinking we used
when we created them."*

- Albert Einstein



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Tribal Education Departments

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They are growing in number and in strength. Yet still they struggle. They struggle to "fit in" to a picture of Indian education that includes schools, school boards, program directors, parent committees, and educators, many of whose existence pre-dates the establishment of the TED, and many of whom may not see education as a tribal sovereignty issue. They struggle with their own tribal leaders who do not make education a priority. They struggle to be "on a par" with state education departments that may not want tribal governance in education. They struggle for direct federal funding with federal agencies that may not believe that tribal governance can improve Indian education. Time and again they have to prove themselves at the local, state, and national levels. And they will.

The following National TED Forums are scheduled for this calendar year:

June 15, 2003

Phoenix, AZ

(NCAI Mid-Year Session)

Nov. 2, 2003,

Greensboro, NC

(NIEA Annual Convention)

Nov. 16-21, 2003 [date TBA]

Albuquerque, NM

(NCAI Annual Session)

Nov. or Dec. 2003

Alaska Native Education Summit

(date TBA)

Call NARF for more information:

(303) 447-8760

Council on Chief State School Officers (CCSSO) Meet

On April 8-11, 2003, the CCSSO coordinated a meeting with fifty representatives from American Indian, Alaska Native and Native Hawaiian communities, including American Samoans, to discuss issues and solutions related to implementing NCLB with State Superintendents Public Instruction. Due to the rural dynamics and isolation in many cases of many Native communities, NCLB has increased the barriers to academic achievement of Native children.

Most of the discussion focused on best practices, but further clarified the difficulties surfacing with the requirements of NCLB. Universally, participants supported the need for accountability and academic achievement, but also emphasized the fundamental importance of simultaneously reinforcing Native languages and cultures. Native languages and cultures are a means to achieving academic success. The CCSSO pledged to continue the conversation and assist in making recommendations to the U.S. Department of Education, Congress and the President.

NIEA Training of Trainers

NIEA is sponsoring the first "National Training of Trainers for Youth Leadership Development", featuring Raymond Reyes, Howard Rainer, Robin Butterfield and Jeri Brunoe as lead facilitators. This unique opportunity will take place at Gonzaga University, Spokane, Washington, August 18-20, 2003. Contact Robin Butterfield for more information at (503) 598-0572.